



**Year: 1**  
**Term: Autumn 1**

Subject	Prior Skills/Knowledge/language	New skills	Planning
<p><b>English</b></p> <p><b>Return narrative-</b></p> <p><i>The Secret of Black Rock</i></p>	<p><b>KS1</b></p> <p><u>Return narrative</u></p> <p><b><u>Listening and attention</u></b></p> <p><b>Listen</b> attentively in a range of situations.</p> <p><b>Listen</b> to stories, accurately anticipating key events and <b>respond</b> to what they hear with relevant <b>comments, questions</b> or <b>actions</b>.</p> <p><b><u>Understanding</u></b></p> <p><b>Follow</b> instructions involving several ideas.</p> <p><b>Answer</b> ‘how’ and ‘why’ questions about their experiences.</p> <p><b>Respond</b> to stories or events.</p> <p><b><u>Speaking</u></b></p> <p><b>Use</b> past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><b>Develop</b> their own narratives and explanations by connecting ideas or events.</p> <p><b><u>Writing</u></b></p> <p><b>Use</b> phonic knowledge to write words in ways which match their spoken sounds.</p> <p><b>Write</b> some irregular common words.</p> <p><b>Write</b> simple sentences which can be read by themselves and others.</p> <p><b><u>Reading</u></b></p> <p><b>Read</b> and <b>understand</b> simple sentences.</p> <p><b>Demonstrate</b> understanding when talking with others about what they have read.</p>	<p><u>Return narrative</u></p> <p><b><u>Speaking &amp; Listening:</u></b></p> <p><b>Listen</b> and <b>respond</b> appropriately to others.</p> <p><b>Build</b> their vocabulary.</p> <p><b>Give</b> well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><b>Speculate, imagine</b> and <b>explore</b> ideas.</p> <p><b>Participate</b> in discussions, presentations, performances, role play and debates.</p> <p><b><u>Reading:</u></b></p> <p><b>Apply</b> phonic knowledge and skills as the route to <b>decode</b> words.</p> <p><b>Read</b> common exception words.</p> <p><b>Listen</b> to and <b>discuss</b> a wide range of stories.</p> <p><b>Become</b> familiar with key stories, retelling them.</p> <p><b>Recognising</b> and <b>joining</b> in with predictable phrases.</p> <p><b><u>Writing:</u></b></p> <p><b>Compose</b> a sentence orally before writing it.</p> <p><b>Sequence</b> sentences to form short narratives.</p> <p><b>Leave</b> spaces between words.</p> <p><b>Begin</b> to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p><b>Use</b> capital letters appropriately.</p>	<p><u>Return narrative</u></p> <ol style="list-style-type: none"> <li><b>Explore</b> and <b>respond</b> to key ideas in the text.</li> </ol> <p><b>Research</b> background information.</p> <p><b>Make</b> predictions about how events will unfold.</p> <ol style="list-style-type: none"> <li><b>Identify</b> key language features.</li> </ol> <p><b>Understand</b> that events should be organised to create a clear structure.</p> <p><b>Retell</b> stories using text mapping.</p> <p><b>Produce</b> short poetic writing pieces inspired by the text.</p> <ol style="list-style-type: none"> <li><b>Combining</b> words to <b>engage</b> the reader.</li> </ol> <p><b>Plan, draft, edit</b> and <b>review</b>.</p> <p><b>Produce</b> a narrative text using careful language choices.</p>

Postcards -

*The Secret of  
Black Rock*

Postcards

**Listening and attention**

**Listen** attentively in a range of situations.  
**Listen** to stories, accurately anticipating key events and **respond** to what they hear with relevant **comments, questions** or **actions**.

**Understanding**

**Follow** instructions involving several ideas.  
**Answer** 'how' and 'why' questions about their experiences.  
**Respond** to stories or events.

**Speaking**

**Use** past, present and future forms accurately when talking about events that have happened or are to happen in the future.  
**Develop** their own narratives and explanations by connecting ideas or events.

**Writing**

**Use** phonic knowledge to write words in ways which match their spoken sounds.  
**Write** some irregular common words.  
**Write** simple sentences which can be read by themselves and others.

**Reading**

**Read** and **understand** simple sentences.  
**Demonstrate** understanding when talking with others about what they have read.

Postcards

**Speaking & Listening:**

**Listen** and **respond** appropriately to others.  
**Build** their vocabulary.  
**Give** well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  
**Speculate, imagine** and **explore** ideas.  
**Participate** in discussions, presentations, performances, role play and debates.

**Reading:**

**Apply** phonic knowledge and skills as the route to **decode** words.  
**Read** common exception words.  
**Listen** to and **discuss** a wide range of stories.  
**Become** familiar with key stories, retelling them.  
**Recognising** and **joining** in with predictable phrases.

**Writing:**

**Compose** a sentence orally before writing it.  
**Sequence** sentences to form short narratives.  
**Leave** spaces between words.  
**Begin** to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  
**Use** capital letters appropriately.

Postcards

1. **Consider** how characters are feeling, dramatising events in the story using role play.  
**Devise questions** to ask that character.  
**Develop** well structured sentences to describe.
2. **Identify** the features of a postcard.  
**Make** deductions based on evidence from the text and respond imaginatively.
3. **Orally rehearse** sentences before writing.  
**Plan, draft, edit** and **review**.  
**Produce** a postcard, **applying** all the learning from this block.



<p><b>Science</b></p> <p><b>Uses of Everyday Materials</b></p>	<p><b>EYFS</b> <b><u>Understanding the World</u></b> <b>Know</b> about similarities and differences in relation to objects and materials.</p> <p><b>Talk</b> about and <b>make observations</b> that various objects can be made from a number of different materials.</p>	<p><b>Identify, name, draw and label</b> basic materials that can be found in everyday life (wood, metal, plastic, paper, etc...)</p> <p><b>Use</b> observations and ideas to <b>suggest</b> answers to questions.</p> <p><b>Gather</b> and <b>record</b> data to help answer questions.</p> <p><b>Ask</b> simple questions and <b>recognise</b> that they can be answered in different ways.</p> <p><b>Perform</b> simple tests.</p> <p><b>Observe</b> closely, using simple equipment.</p>	<ol style="list-style-type: none"> <li><b>1. Changing Materials</b> - Chn will begin to distinguish between an object and the material an object is made from.</li> <li>Chn will be able to identify and name various materials (wood, glass, metal, plastic, etc.).</li> <li><b>3. Material Strength</b> - Chn will be able to simply describe the properties of some materials.</li> <li>To look at the sustainability of some materials and understand that not all materials will stay the same. (Steel rusts, etc...)</li> <li><b>5. Ship Building</b> - Pupils will learn about which materials can float and which materials sink and why.</li> <li><b>6. Materials in History</b> - The use of plastics and the damage that it can cause to our environment.</li> <li>Looking at the positive impact that people are having to reduce our plastic waste and the alternatives.</li> </ol>
<p><b>Geography-</b></p> <p><b>Where do I live</b></p>	<p><b>EYFS</b> <b><u>Understanding the world</u></b> <b>Talk</b> They talk about the features of their own immediate environment and how environments might vary from one to another.</p> <p><b>Know</b> Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p><b>Understand</b> the world is made up of continents and countries.</p> <p><b>Find</b> out about the different features and characteristics of the UK</p> <p><b>Find</b> out about the countries in the UK</p> <p><b>Explore</b> the town we live in.</p>	<ol style="list-style-type: none"> <li>To be able to name the 7 continents of the world and locate the UK on a world map.</li> <li>To be able to identify the countries and capital cities of the UK.</li> <li>To be able to identify features and characteristics of the countries of the UK.</li> <li>To explore the town we live in.</li> <li>To be able to describe where we live</li> </ol>
<p><b>RE</b></p> <p><b>Jesus was special</b></p>	<p><b>EYFS</b> <b><u>I am Special</u></b></p>	<p><b>Know</b> that the stories of Jesus miracles are found in the Gospels in the New Testament.</p> <p><b>Understand</b> that Christians believe that the miracles reveal Jesus as the Son of God</p>	<ol style="list-style-type: none"> <li>Chn will explore what it means to be special and the role of Jesus' disciples.</li> <li>Chn will locate stories of Jesus' miracles in the New Testament.</li> </ol>

	<p><b>Talk</b> about God as Heavenly Father and that He makes each one of us different and special.</p> <p><b>Explore</b> all about themselves, their likes, dislikes, etc.</p> <p><b>Talk</b> about emotions and the experiences related to them.</p> <p><b><u>Stories Jesus Told</u></b></p> <p><b>Know</b> that Jesus told important stories called parables.</p> <p><b>Understand</b> that Jesus told these stories to teach us about God and how to live our lives.</p>	<p><b>Retell</b> the stories about Jesus covered in this unit.</p> <p><b>Talk</b> about my own experiences and feelings.</p> <p><b>Respond</b> sensitively to questions about my own and others experiences and feelings.</p> <p><b>Reflect</b> on Sikh statements of belief.</p>	<ol style="list-style-type: none"> <li>3. Chn will read some of these stories to explore the messages shared.</li> <li>4. Chn will retell some of the stories of Jesus.</li> <li>5. Chn will begin to share their feelings and experiences of weddings / christenings.</li> <li>6. Chn will reffect on the Sikh statements of belief and compare these to Christian beliefs.</li> </ol>
<p><b><u>PSHE</u></b></p> <p><b>Being Me in my world</b></p>	<p><b><u>EYFS</u></b></p> <p><b><u>Health and Self Care</u></b></p> <p><b>Know</b> the importance of good health including physical exercise, and a healthy diet, and <b>talk</b> about ways to keep healthy and safe.</p>	<p><b>Help</b> others to feel welcome.</p> <p>Try to make our school community a better place.</p> <p><b>Think</b> about everyone’s right to learn.</p> <p><b>Care</b> about other people’s feelings.</p> <p><b>Work</b> well with others.</p> <p><b>Understand</b> how to follow our learning charter.</p>	<ol style="list-style-type: none"> <li>1. Chn will learn to feel special.</li> <li>2. Chn will know that they belong to our class.</li> <li>3. Chn should know how to make their class a safe place for everybody to learn.</li> <li>4. Chn should understand the rights and responsibilities of being a member of their class and know their views are valued and they can contribute to the Learning Charter</li> <li>5. Chn recognise how it feels to be proud of an achievement</li> <li>6. Chn can recognise the choices they make and understand the consequences.</li> </ol>

<p><b>PE</b></p> <p><b>Ball skills</b></p>	<p><b>EYFS</b></p> <p><b><u>Moving and Handling</u></b></p> <p><b>Show</b> good control and co-ordination in large and small movements.</p> <p><b>Move</b> confidently in a range of ways, safely negotiating space.</p> <p><b>Handle</b> equipment and tools effectively.</p>	<p><b>Master</b> basic movements including running, jumping, throwing and catching, as well as <b>developing</b> balance, agility and co-ordination, and begin to <b>apply</b> these in a range of activities.</p> <p><b>Participate</b> in team games, <b>developing</b> simple tactics for attacking and defending.</p>	<ol style="list-style-type: none"> <li>1. Chn will practise throwing and catching a ball/beanbag in different ways.</li> <li>2. Chn will play team games, developing attacking and defending skills.</li> <li>3. Chn will learn to throw accurately towards a target.</li> <li>4. Chn will begin to practise accuracy when hitting a ball with a racket/bat.</li> <li>5. Chn will develop team work skills to keep up a ball using developed skills.</li> <li>6. Chn will practise their ball control, dribbling and stopping with a foot and using hockey sticks.</li> </ol>
<p><b>DT</b></p> <p><b>Fruit and vegetables</b></p>	<p><b>EYFS</b></p> <p><b><u>Expressive arts and design</u></b></p> <p>Children <b>safely</b> use and <b>explore</b> a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p><b>Share</b> their creations, explaining the process they have used;</p>	<p>To <b>look closely</b> at the similarities and differences of fruit and vegetables and sort according to specific criterion.</p> <p><b>Investigate</b> first hand and make choices based on individual preferences.</p> <p>Select favourite fruits and <b>design</b> a healthy snack.</p> <p>Create a snack using a variety of <b>skills</b> and tools then <b>evaluate</b> at the conclusion.</p>	<ol style="list-style-type: none"> <li>1. Find out favourite fruits and veg in class and create pictograms.</li> <li>2. Examine, taste and describe a variety of fruits and vegetables.</li> <li>3. Find out how to handle and prepare a variety of fruits and vegetables.</li> <li>4. Design a recipe to include fruit.</li> <li>5. Make and evaluate a food product based on a design.</li> <li>6. Investigate where food comes from.</li> </ol>
<p><b>Music</b></p> <p><b>Hey you!</b></p>	<p><b>EYFS</b></p> <p><b><u>Expressive arts and design</u></b></p> <p>Chn have explored various music genres and sounds through various means such as instruments, audio and materials.</p>	<p>Pupils will have the opportunity to <b>listen</b> and <b>appraise</b> various pieces of music while focusing one main song - Hey you!</p> <p>Pupils will use their voices creatively through songs, chants and rhymes as well as experiencing new instruments through <b>musical activities</b>.</p> <p>Pupils will experience a wide variety of music and look at dimensions of music.</p>	<ol style="list-style-type: none"> <li>1. Listen to 'Hey you!', musical activities and performance.</li> <li>2. Listen to 'Me, Myself and I', musical activities and performance.</li> <li>3. Listen to 'Fresh Prince of Bel Air', musical activities and performance.</li> <li>4. Listen to 'Rapper's Delight', musical activities and performance.</li> <li>5. Listen to 'U can't touch this', musical activities and performance.</li> </ol>

			<ol style="list-style-type: none"> <li>6. Listen to 'It's like that', musical activities and performance.</li> </ol>
<p><u>Computing</u></p>	<p><b>EYFS</b></p> <p>Chn will have encountered many puzzles and problem solving activities in order to develop control and confidence.</p> <p>Children will also have developed a more positive attitude towards a trial and error approach.</p>	<p>Pupils will begin to use computing <b>key words and phrases in context</b>. Pupils will also start to develop problem solving skills by reading through their created code or asking their peers.</p> <p>Chn will understand what algorithms are, how they can be implemented into programmes and execute these programmes through precise instructions.</p>	<ol style="list-style-type: none"> <li>1. Instructions - Giving and following instructions.</li> <li>2. Objects and Actions - Creating a programme using code blocks.</li> <li>3. Events - Creating a simple programme using code blocks.</li> <li>4. When code executes - Chn when their programme has been executed and run.</li> <li>5. Setting the scene - Editing scenes by adding, moving and deleting objects.</li> <li>6. Using a plan - Chn to design a plan for their Free Code Scene program.</li> </ol>



## St Cleopas CE Primary School

### Information sheet for parents or carers of children in Year 1

<b>Term</b>	Autumn 1
<b>Class teacher</b>	Miss Williams (Mon-Wed) Mr Evans (Wed-Fri)
<b>KS 1 Teaching Assistants</b>	Miss Bohanna, Mrs O'Brien, Mrs Dibbert

School begins at 9.00am and ends 3:00pm.

Remember excellent attendance and punctuality is essential to your child making the best of school.

*Please remember to inform the office of any change in dietary/medical needs, change of address, home or mobile number, or any emergency contact information.*

#### Things to know

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Homework and spellings</b>	✓ returned	✓ sent home			
<b>Reading books</b> (only bring to class on Fridays)	✓ returned	✓ sent home			
<b>PE kit</b>					✓

We will continue to encourage all children to wash their hands regularly and sanitise.

We will also keep the room well ventilated with windows/doors open so ensure your child keeps warm with vests/ t shirts under their uniform as the winter months draw closer.

All children should bring in clean water every day (not juice) preferably in a reusable water bottle.

Please ensure your child has a coat in school at all times and all uniform **MUST** be labelled with your child's name or your child **will** come home with a wrong piece of uniform! PE kits stay in school until half term to be washed.

Only stud earrings should be worn (if necessary) and no other items of jewellery for safety reasons.

#### This term we are going to be covering the following topic:

<b>Science</b>	<b>Use of everyday materials-</b> The children will learn to identify, compare and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
<b>Geography</b>	<b>Where do I live?-</b> To be able to learn about the continents, countries of the UK and characteristics of where we live.
<b>PSHE</b>	<b>Being me in my world-</b> Getting to know each other, class social bonding, introducing new expectations, systems and routines. Establishing a whole class charter.
<b>RE</b>	<b>Jesus was special</b> – Explore Bible stories that reveal Jesus' power and divine nature. Talk about how and why Jesus was special. Explore symbols of Sikhism.
<b>PE</b>	<b>Ball and beanbag skills</b> – Develop skills of catching, throwing and playing ball games following rules.
<b>Music</b>	<b>Hey you!</b> The children will learn about the differences between pulse, rhythm and pitch and learn how to rap and enjoy it in its original form.
<b>Computing</b>	<b>Coding, robotics and gaming-</b> To understand what instructions are and predict what might happen when they are followed. To use code to make a computer program and then plan and make a computer program.
<b>DT</b>	<b>Food technology-</b> Fruit and vegetables. To learn about the importance of fruit and vegetables and develop skills in working with them to create a snack. To design a healthy snack.

The children will continue to have opportunities to explore our continuous provision and challenges available within the classroom throughout the week.